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ABSTRACT

To help strengthen programs for developing and introducing methods and materials in the teaching of the disadvantaged and the handicapped as well as disseminating occupational information to teachers attempting to work with these groups, Tufts University conducted two team teaching seminars during the fall and spring semesters of the 1971-72 academic school year for university students and a group of inner city teachers. Methods within the courses included visitation to disadvantaged projects and special programs for the handicapped, presenting an unstructured atmostphere, and utilizing the team teaching technique. It was determined that the subject matter for a methods course was so complex that the first course barely met the need for teaching the primary methods included, and not enough time was available for visiting, evaluating projects, and teaching in the field. Analysis of the second phase has emphasized that methods, materials, occupational decision making, and the development of a sense of development in these youth are important. The combination of inner city teachers and regular university students proved to be very valuable as were the curriculum-related field trips to schools and agencies of the disadvantaged. (SB)

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TUFTS UNIVERSITY
College of Special Studies
Dean - Richard A. Kelley

A Report on a Study of a Program For Developing

METHODS AND MATERIALS FOR TEACHING THE DISADVANTAGED AND HANDICAPPED

Pilot Educational Courses

Presented Under Contract With The

MASSACHUSETTS DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION

P.L. 90 - 576

Dr. Charles H. Buzzell, Associate Commissioner

and the

Education Professions Development Act

Part F, Section 553, P.L. 90 - 35

1971 - 1972

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"Shall we have the timerity to declare that we are not responsible for the sores of today's world? There are no internal affairs left in our crowded world. Mankind's sole salvation lies in everyone's making everything his business....." - Alexander Solzhenitsyn in his acceptance speech for the Nobel Prize for Literature in 1970.

"No matter what beautiful sociological schemes the bureaucrats might concock, people change slowly. <u>But they change</u>" - Yevgeny Yevtushenko

"Woe be to the generation that lets any higher faculty in its midst go unemployed" - Henry David Thoreau.

INTRODUCTION

As this pilot program evolves, the possibilities for a Program Evaluation and Review Technique chart presents a challenge to the College of Special Studies at Tufts University, the Division of Occupational Education, schools and ghetto institutions utilizing the product of the study. Although it may be considered a minor study in terms of costs and numbers of trained teachers and coordinators of programs for the disadvantaged and handicapped is concerned, a PERT chart emphasizing the critical activites path and critical path analysis, delineating time and cost factors for securing these kinds of leaders in a critical field, is of absolute necessity.

Finally, the monitoring of the two year study is most important if we are to produce leaders in an effective manner to meet the projected needs of our State Plan.

John P. Morine
Project Director, EPDA

Preface

Prior to the academic year 1971-1972, it was determined by some concerned individuals that programs in the methodology of teaching the disadvantaged and handicapped as well as providing occupational information could be improved. It was also believed that Tufts University students could be encouraged and prepared to enter this specialized teaching field. It was also predicted by the EPDA supplement to the State Plan for Vocational Education that there is and will be serious shortages of persons prepared adequately to teach the disadvantaged and handicapped.

As a result, Tufts University and the Division of Occupational Education of the Massachusetts Department of Education developed an innovative program during the academic year 1971-1972, which had as its objective, the presentation of courses in the methods of teaching the disadvantaged and handicapped, and disseminating occupational information.

A team teaching method was developed which proved successful not only for the inner-city teachers, but also the Tufts University graduate and undergraduate students who were included.

Tufts University proposes to continue with a total number of 30 students in three courses in the fall of 1972, studying carefully this approach in an attempt to develop it even more successfully for all concerned.

As was true in 1971, this program will be initiated at the request of the Massachusetts State Director of Special Needs.

Richard Augustus Kelley
Dean
College of Special Studies

A Program for the Presentation of Courses in the Methods of Teaching the Disadvantaged and Handicapped, and Disseminating Occupational Information

Programs for developing and introducing methods and materials in the teaching of the disadvantaged and the handicapped as well as disseminating occupational information to teachers attempting to work with groups, have demonstrated several weaknesses. The principal difficulty being that most instructors have neither lived in a ghetto area not are they familiar with life in these areas. Furthermore, many of these individuals are not acquainted with the Vocational Act of 1968 which elucidates the manner in which the funds so appropriated must be utilized.

Programs were initiated by independent agencies, not supervised by the local school systems. While familiar with ghetto problems, the persons in these programs did not have the understanding of methodology, especially for ghetto youth. In addition, many of these teachers were not familiar with the occupational opportunities available. As a result, the University intends to conduct a team teaching seminar utilizing the services of two experts in both fields; one, a professor at another Boston university who has lived in the ghetto and is ghetto-trained, but who at that university is not specializing in training teachers in the specific field of working only with teachers in the field of the disadvantaged. The other expert is one who is concentrating on the dissemination of occupational information for those youths in deprived areas.

It is planned to select ghetto teachers from private organizations on a scholarship basis utilizing federal funds upon recommendation of the Director of Special Needs in the Division of Occupational Education, and to open the course to Tufts University students of education to encourage them to enter this field that will need innumerable teachers in the future.

The EPDA supplement to the State Plan for Vocational Education predicts astronomical needs in the teaching of the disadvantaged and the handicapped. Congress has mandated that fifteen percent of the vocational education funds of each state must be allocated to this field or returned to the federal government if not used. The need for adequately prepared teachers in this area has been stressed by the Director of Special Needs of the Division of Occupational Education.

The team approach presented in this proposal has been discussed with both the Director of Special Needs and the Senior Supervisor of Occupational Education of the Division of Occupational Education with the approval of the Associate Commissioner of Occupational Education.

After reviewing ERIC proposals and previously completed programs, this one appears to have a unique approach. The development also of a special section in the University library for books (selected by the Director of Special Needs) should stimulate interest as well as being a second media for those enrolled. A program of micrography has been instituted by the University and the library of the State Department of Education pertaining to the dissemination of

Occupational Information and the subject of work with the disadvantaged will be added to it. This has been one of the most effective arrangements between the State Department of Education Library and a Massachusetts University.

The innovative phases of the proposal seem unique and may be valuable nationally in the concept of training teachers of the disadvantaged. After evaluating the results by the University and the Department of Education, upon request, the University will consider re-submitting another similar proposal for its second term which starts in February, 1972.

Richard Augustus Kelley
Dean
College of Special Studies
Tufts University

TUFTS UNIVERSITY

Medford, Massachusetts 02155

A Report to

Charles H. Buzzell, Associate Commissioner
of Occupational Education
Division of Occupational Education

on

AN EDUCATION PROFESSIONS DEVELOPMENT ACT PROGRAM TO PLAN, DEVELOP AND CONDUCT A PROGRAM IN METHODS AND MATERIALS IN TEACHING THE DISADVANTAGED AND HANDICAPPED, AND DISSEMINATING OCCUPATIONAL INFORMATION

February 15, 1972 through June 30, 1972

Presented under contract with the Massachusetts
Board of Education
The United State Office of Education authorized
by Part F, Section 553 of the Education Professions
Development Act and P.L. 90-576, The Vocational
Amendments of 1968.

Richard Augustus Kelley
Dean
College of Special Studies
Tufts University

A PROGRAM FOR THE PRESENTATION OF COURSES IN THE METHODS OF TEACHING THE DISADVANTAGED AND HANDICAPPED, AND DISSEMINATING OCCUPATIONAL INFORMATION.

Programs for developing and introducing methods and materials, in the teaching of the disadvantaged and the handicapped as well as disseminating occupational information to teachers attempting to work with these groups, have demonstrated several weaknesses. The principal difficulty being that most instructors have neither lived in the inner city nor are they familiar with problems which develop in these areas. Furthermore, many of these individuals are not acquainted with the Vocational Act of 1968 which clearly explains the manner in which the funds so appropriated must be utilized.

Programs were initiated by independent agencies, not supervised by the local school systems. While familiar with inner city problems, the persons in these programs did not have the understanding of special methods of teaching inner city youth. In addition, many of these teachers were not familiar with the occupational opportunities available. As a result, the University conducted a team teaching seminar during the fall semester of the academic year 1971-1972, utilizing the services of two experts in both fields, one, a professor at another Boston University who has lived in the inner city and is inner city trained. That university, however, is not specializing in preparing teachers in the specific field of teaching the disadvantaged. The other expert is one who is concentrating on the dissemination of occupational information for youths in deprived areas.

Also, the handicapped presented a different and specialized approach, the subject matter of which suggested a course within

itself. Hence, for the second semester of this academic year the team approach was continued but concentration was placed on specialization in the various segments of this complex subject matter. Methods within the courses included visitation to disadvantaged projects and special programs for the handicapped with emphasis on the occupational possibilities of these groups, presenting an unstructured atmosphere and utilizing the team teaching technique. As these groups merged, the strengths of the leadership and outside consultants as well as participant opinions were all utilized advantageously.

At the end of the first semester results of the team method approach for preparing teachers to work with the disadvantaged as well as disseminating occupational information for decision making were so encouraging that a second proposal was approved by the Massachusetts Board of Education and the Division of Occupational Education. This included repeating the course in methods of teaching the disadvantaged for another group of teachers and an advanced course for those who completed the basic course.

Inner city teachers from private organizations were enrolled on a scholarship basis utilizing federal funds upon recommendation of the Director of Special Needs in the Division of Occupational Education and the courses were opened to Tufts University students to provide information and guidance to them which might encourage them to enter this area which will need so many teachers in the future.

It was determined that the subject matter for a course in methods and materials for teaching the disadvantaged was so complex that the first course barely met the need for teaching the primary methods included in this subject and not enough time was available for visiting, evaluating projects and teaching in the field.

An analysis of the second phase has emphasized that methods, materials, occupational decision making, and the development of a sense of values in these youth are important. The development of well-prepared teachers from varying socio-economic backgrounds is strongly related to their ability to apply these tools and techniques in the various local environments of those with whom they will work.

The combination of inner city representatives and regular Tufts University students in these classes proved to be very valuable to all participants. The interaction and exchange of philosophies and attitudes was extremely educational for both types of students as well as the instructors. We have been informed that some of these students have decided to follow up this experience professionally with teaching the disadvantaged.

The curriculum related field trips to schools and agencies of the disadvantaged organized by the instructors were invaluable in demonstrating the relevancy of the formal work in the classroom and the required readings.

It has been reported that the students were enthusiastic about these courses and believe strongly in the educational benefits they provided.

As a result, the College of Special Studies of Tufts University, plans to submit a proposal, if requested, for a continuation of this unique plan of education for the academic year 1972-1973.

THE COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF EDUCATION

DIVISION OF OCCUPATIONAL EDUCATION

M E M O R A N D U M

TO: Dr. Buzzell DATE: October 20, 1972

FROM: Mr. Manning

SUBJECT: Final report of Tufts University program in Methods and Materials of Teaching the Disadvantaged and Handicapped.

1. At your request the following list ennumerates the positions of the participants in the spring courses at Tufts:

Class I
- 2 Gaebler Unit (Disturbed Children, Metropolitan State Hospital)
- 1 Walter Fernald State School for Retarded
- 1 Lawrence School Project for Moderately retarded, Framingham
- 1 Blue Hills Regional School - Teaching Retarded and Deaf
- 1 Boston School System - Kindergarten Chief of Exceptional Children
- 1 Nursery School Program for Handicapped
- 1 Mass. Dept. of Public Health - Lemuel Shattuck - Work with alcoholics
- 2 Tufts students preparing to work with handicapped

Class II
- 7 Inner City workers on projects funded by 90-576
- 1 Walter Fernald State School for Handicapped
- 1 Private kindergarten for the Disadvantaged
- 1 Supervisor, Lexington Program for the Disadvantaged
- 1 Teacher of Disadvantaged - Southeastern Regional Voc.-Tech. School
- 1 Teacher of Disadvantaged - Haverhill Trade School
- 2 Tufts graduate students preparing to work with disadvantaged

Class III
- 8 Inner City workers on P.L. 90-576 programs for disadvantaged
- 2 Inner City workers from Model Cities
- 1 JESI project
- 3 Tufts graduate students preparing to work with disadvantaged

From the results of the first semester it was determined by the State Director of Special Needs that a second course in "Methods and Materials of Teaching the Disadvantaged on an advanced level was necessary. Visits to institutions and programs funded by the Division of Occupational Education were necessary to relate the progmatic with the practical. These visits offered the teachers and directors from ghetto areas an opportunity to evaluate their programs and to relate them to the other students and the latter to see the application of what they had been studying applied to a practical situation.

During the second session a course in "Methods and Materials of Teaching the Handicapped" was inaugarated including personnel from the Division of Occupational Education programs, the Fernald School, the Kennedy Center for Crippled Children and the JESI program. Sumner Rotman from the Division selected the personnel for the course from his programs and, next year, it is hoped that some students may be trained in this field. As emphasized earlier the interaction of student and worker enhances the program as well as interesting prospective teachers in the field.

Were the Division of Occupational Education to request a second year of this program, the College of Special Studies is prepared to present such a project as dictated by the Division while maintaining the standards of the University.